DOCUMENT RESUME

ED 285 922 UD 025 655

TITLE Proposed Plan of Service for Children at Risk.
INSTITUTION Milwaukee Public Schools, Wis.
PUB DATE 9 Sep 86
NOTE 45p.; First page (acompliance form) may be illegible due to broken print.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Persistence; Compliance (Legal); Dropout Prevention; Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; *Potential Dropouts; *Program Implementation; *Remedial Programs; School Districts; State School District Relationship; Urban Schools
IDENTIFIERS *Milwaukee Public Schools WI

ABSTRACT

This document outlines the Milwaukee Public Schools' proposed plan of service for children at risk. The report's organization follows the format of the Wisconsin Department of Public Instruction compliance form, which is included. Procedures are described for identifying children in grades 8-12 who have dropped out of school, who have been absent for more than 20 days in 1985-86, who are parents, or who are one or more years behind in credits and/or one year or more behind in reading and/or math achievement. Next, planned and existing services for at risk students in middle and high schools are outlined; services fall into the following main categories: (1) curriculum modifications; (2) alternative programs suited to meet pupil learning needs and earn academic credit; (3) remedial instruction; (4) parental involvement; (5) pupil support services; (6) identification and use of community support service providers; (7) preparation for work including career exploration, employability skills, and occupational skills; (8) other approaches and services which have demonstrated success in meeting the needs of children at risk; (9) coordination between existing programs, resources, and services in the district and community; and (10) annual evaluation of the effectiveness of each program or service provided to children at risk. Next, the document describes procedures for reporting on pupil enrollment, attendance, retention, graduation, progress, and achievement in reading and math. Finally, the school system's procedures for contracting with other agencies are outlined. (KH)

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PROPOSED

PLAN OF SERVICE

FOR CHILDREN AT RISK

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MILWAUKEE PUBLIC SCHOOLS

September 9, 1986

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
CHILDREN AT RISK PROGRAM/PLAN
PI-2376

This form is authorized under ss. 121.02(1)(n) and 118.153, Wisconsin Statutes.

School Year
1986-87

INSTRUCTIONS: (1) Review ch. PI 25, Children at Risk Plan and Program Requirements. (2) Complete all sections. (3) School boards required to submit their plans to the department under s. 118.153(2)(b) Stats., send two copies by July 15, 1986 to:

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
DIVISION FOR HANDICAPPED CHILDREN AND PUPIL SERVICES
BUREAU FOR PUPIL SERVICES
125 SOUTH WEBSTER STREET
P.O. BOX 7841
MADISON, WI 53707

(4) All other school boards should keep this plan on file in their school districts.

District Name		School Code
Milwaukee Public Schools		
Children at Risk Program Coordinator	**Title**	**Telephone *Area/No.***
Dr. Harold E. Zirbel	Director, Career & Special Programs	414-475-8140
Address *Street, City, State, ZIP*		
P.O. Drawer 10K Milwaukee WI 53201		

I. ASSURANCES

The school board assures the following (check each):

☒ 1. This plan meets the requirements of s. 118.153, Stats., and Chapter PI 25.

☒ 2. All work experience and other similar programs and activities taking place outside the school for which pupils receive academic credit under the program for children at risk will be supervised by departmentally licensed teachers or other licensed school personnel (s. PI 25.04 (2)).

☒ 3. Records and financial accounts will be maintained to document any information that may be required by the department to determine compliance with applicable statutory and rule requirements (s.PI 25.06.(1) (b) to (d) and s.PI 25.05 (3)).

I HEREBY CERTIFY that the information provided herein is true and correct to the best of my knowledge

Signature of School Board Clerk	Date Signed
Kathleen A. Hinchey	8/14/86
Signature of School District Administrator	**Date Signed**
Harold E. Zirbel	8/14/86

II. DESCRIPTION OF IDENTIFICATION PROCEDURES

Briefly describe how children at risk are identified and enrolled in the school district's program for children at risk (Use additional sheet if necessary) (ss. PI 25.03 (1) (a), 25.04(4)(b)(3)):

See Attached Pages 1-2

III. ESTIMATED NUMBER OF CHILDREN AT RISK

Provide in this section the number of children at risk you estimate will be enrolled in the school district during the 1986-87 school year. *"Children at risk" means dropouts*, pupils who have been absent from school without acceptable excuses, pupils who are parents, and pupils who have been adjudicated delinquent and who are also behind in basic skills or credits earned. Indicate number of identified children at risk in your school district.

(a) Grade Levels	(b) One (1) or more years behind in no. of credits	(c) One (1) or more years behind in reading or mathematics skills	(d) Both (b) and (c)	(e) TOTALS
K				
1				
2		Information on students in grades K-7 is not available on		
3		the student data base. The identification of at risk		
4		children in grades 1-7 will take place on a school by		
5		school basis after school begins in September. An estimate		
6		of the total number of students in these grades who are		
7		found to be at risk according to the definition is		1050
8	1077	111		1188
9	3063	241		3304
10	2130	229		2359
11	1109	95		1204
12	304	30		334
TOTAL	7683	706		9439

*Dropout (for purposes of the children at risk program) means a child who ceased to attend school, continues to reside in the school district, does not attend a public, private or vocational, technical and adult education district school or home-based private educational program on a full-time basis, has not graduated from high school and does not have an acceptable excuse under s. 118.15(1)(b) to (d) or (3), Stats. [s. 118.153(1)(b), Stats.]

IV. PLAN OF SERVICE FOR CHILDREN AT RISK

For subsections 1 through 10 attach written narrative addressing each subsection with numbers and headings clearly indicated. In this section, describe how the needs of identified children at risk in the school district will be met through each of the following:

1. Curriculum modifications (s. PI 25.03 (1) (b) 1.)
2. Alternative programs suited to meet pupil learning needs and earn academic credit (s. PI 25.03 (1) (b) 1.)
3. Remedial instruction (s. PI 25.03 (1) (b) 2.)
4. Parental involvement (s. PI 25.03 (1) (b) 3.)
5. Pupil support services (s. PI 25.03 (1) (b) 4.)
6. Identification and use of community support service providers (s. PI 25.03 (1) (b) 5.)
7. Preparation for work including career exploration, employability skills and occupational skills (s. PI 25.03 (1) (b) 6.)
8. Other approaches and services which have demonstrated success in meeting the needs of children at risk (s. PI 25.03 (1) (b) 7.)
9. Coordination between existing programs, resources, and services in the district and community (s.PI 25.03 (1) (c)). *Briefly describe each of the existing programs, resources and services.*
10. Annual evaluation of the effectiveness of each program or service provided to children at risk (s. PI 25.03(1)(d)).

USE SEPARATE SHEETS FOR NARRATIVE AND ATTACH TO PROGRAM PLAN TOGETHER WITH ANY LOCALLY DEVELOPED PROGRAM MANAGEMENT FORMS

See Attached Pages 3-30

V. DESCRIPTION OF REPORTING PROCEDURES

For subsections 1 through 6, attach written narrative addressing each subsection with numbers and headings clearly indicated. In this section describe school district procedures for determining and reporting the following for pupils enrolled in the school district's program for children at risk:

1. Pupil enrollment in the program (s.PI 25.06 (1) (a) 1.)
2. Pupil attendance (s. PI 25.06 (1) (a) 2.)
3. Pupil retention (s. PI 25.06 (1) (a) 3.)
4. Graduation rates (s. PI 25.06 (1) (a) 4.)
5. Pupils receiving academic credit sufficient to advance to next grade level or to graduate (s. PI 25.06 (1) (a) 5.)
6. Pupil progress in reading and mathematics skills (s. PI 25.06 (1) (a) 6.)

USE SEPARATE SHEETS FOR NARRATIVE AND ATTACH TO PROGRAM PLAN TOGETHER WITH ANY LOCALLY DEVELOPED PROGRAM MANAGEMENT FORMS

See Attached Pages 31-34

VI. ADDITIONAL PROVISIONS APPLICABLE TO FIRST CLASS CITY SCHOOL SYSTEMS

1. Additional assurances. The school board further assures that *(check each)*:

☒ 1.1 All instruction and pupil support services provided in contracted programs for children at risk under s. 118.153 (3) (c) 2., Stats., will be provided in accordance with s. PI. 25.05 (1) (b).

☒ 1.2 Each contracting agency serving children at risk under s. 118.153 (3) (c) will be paid at least 80 percent of the school district's average per pupil cost for each full time equivalent pupil participating in the contracted program (s. PI. 25.05 (1) (c)).

☒ 1.3 Each program for children at risk provided under s. 118.153 (3) (c), Stats., will meet all requirements of s. PI 25.05.

☒ 1.4 Beginning September 1, 1988, pupils served under s. 118.153 (3) (c), Stats., and s. PI 25.05 will not be counted in meeting the program for children at risk requirements under s. PI 25.06 (2) unless the pupils meet the state's high school graduation standards under s. 118.33, Stats.

2. For subsections 2.1 through 2.3 attach written narrative addressing each subsection with numbers and headings clearly indicated. In this section, describe how contracted programs for children at risk as authorized under s. 118.153 (3) (c), Stats., will be operated:

2.1 Procedures and criteria to determine appropriate private, nonprofit, nonsectarian agencies located in the school district (s. PI 25.05 (1) (a)).

2.2 Procedures to be followed with each contracting agency as required under s. PI 25.05 (1) (d).

2.3 Procedures to be followed for communication and cooperation with contracting agencies in meeting the needs of pupils served under the contracts (s. PI 25.05 (2)).

USE SEPARATE SHEETS FOR NARRATIVE AND ATTACH TO PROGRAM PLAN TOGETHER WITH ANY LOCALLY DEVELOPED PROGRAM MANAGEMENT FORMS

See Attached Pages 35-38

FOR DPI USE ONLY

APPROVAL OF THE PROGRAM FOR CHILDREN AT RISK PLAN UNDER SECTION 118.153(2)(b), STATS.

☐ Staff Review Completed
Date _____ Initials _____

☐ Approved
☐ Provisionally Approved *Reason(s) stated below*
☐ Disapproved *Reason(s) stated below*

Administrator, Division for Handicapped Children and Pupil Services	Date
▶	

II. DESCRIPTION OF IDENTIFICATION PROCEDURES

A. Identification procedures to be used

1. The school system data base will be used to identify children in grades 8-12 who have dropped out of school, have been absent for more than 20 days in 1985-86, are school age parents, and who are one year or more behind in credits and/or one year or more behind in reading and/or math achievement.

2. Children who are continuing in alternative programs and are at least one year behind in credits earned or in basic skills will be identified as being at-risk if at the time of placement in the program they had been a dropout, had been absent 20 or more days without an acceptable excuse or were a school age parent.

3. School administrators and guidance personnel at each school in the district (elementary, middle and high school) will determine which children fit the statute definition of at-risk on a continuing basis throughout the school year. The personnel charged with the responsibility for the identification at each school will be in-serviced in the identification procedure early in the 1986-87 school year.

4. If a child's delinquent status is made known to school personnel by the parent or the child, and the child is one or more years behind in credits earned or in basic skills, he/she will be identified as being at-risk.

B. Enrollment procedures to be used

1. Subsequent to identification, the parent of an at-risk child will be notified that the child is eligible to be enrolled in a program for children who are at-risk.

2. Upon written request by the parent or child, a counselor or school administrator will confer with the pupil and parent to identify available programs or services designed to serve at-risk children that are most appropriate to the child's needs.

3. If the parent or child requests to be enrolled in a program or a service that is available and appropriate, the counselor or administrator will process the enrollment in a timely fashion.

IV. PLAN OF SERVICE FOR CHILDREN AT-RISK

1. Curriculum Modifications

Curriculum modifications to meet the needs of at-risk children are concentrated in the middle and high schools as described below:

a. Project Focus - A middle school program for at-risk children that will serve 60 students in each of the fourteen attendance area middle schools. A team of four teachers will group students into appropriate classes for instruction in reading, math, language, arts and science/social studies. The objectives of Project Focus (Focusing On Competencies Underlying Success) are to improve students' attendance, achievement, attitude and accountability.

b. Project Care - A high school program that will serve at-risk children in each of the ten non-city wide high schools. Principals receive an additional budget allotment of $150,000 to develop and modify programs within the school to meet the needs of at-risk students. The objectives of Project Care (Concentrated Approaches to Reaching Excellence) are to improve academic achievement, reduce subject failure, improve attendance and reduce suspensions.

c. Competency Classes - Special reading courses are offered to students who have not met competency in grades 9, 10, 11 and 12. The curriculum is modified at each level to enhance students' successful passage of the reading competency requirement for graduation.

A special mathematics course is offered to seniors who have not met the math competency requirement for graduation. In addition, students in grades 9-11 who have not met math competency are provided with special learning experiences during the course of the school year by their math teacher to prepare for the competency test.

High School students are required to enroll in mathematics and reading each semester until they meet competency unless the parent(s) request in writing that they are not to be enrolled.

d. Outposts - Seven high schools (Bay View, Custer, Madison, Marshall, North, South, Washington) have established Outpost Programs to meet the needs of at-risk children. These Programs are located in a facility away from the school building. They are self-contained, ungraded, small classes in which the teacher concentrates on basic skill instruction. The curriculum in reading and math is modified to meet the needs of individual students.

2. Alternative Programs Suited To Meet Pupil Learning Needs and Earn Academic Credit

The Milwaukee Public Schools will offer an extensive array of alternative programs during the 1986-87 school year designed to meet the learning needs of at-risk children. All of the programs will offer credit leading to a high school diploma.

The alternative programs listed below have a pupil-teacher ratio of 15 to 1. The students enrolled in these programs have access to all of the student services provided by the school system - counseling, psychological services, social work services and speech therapy.

Students enrolled in alternative programs can transfer to a regular program or to another alternative program at appropriate times during the school year.

a. Alternative programs for middle school students

Name: High School Preparatory Program

Description: The program is designed to serve over-age middle school students. Basic skills are stressed and daily classes are offered in reading, English, mathematics and social studies. Students have daily access to a computer terminal on which to work on basic skill improvement. The goal is to strengthen the students' basic skill levels and improve their habit pattern so they can be successful in high school.

Location: 68th Street Alternative High School

Kilmer Alternative High School

Student capacity: 60 students at 68th; 60 students at Kilmer

b. Alternative programs for high school students

1. Name: Demmer Center

   Description: The program functions as an outreach facility for students who have been out of school for a while. Students are helped to become integrated back into a regular program or to complete their credits for graduation if they are found to be short just a few.

   Location: The center is located in a Junior Achievement Building in downtown Milwaukee.

   Student capacity: 30 students

2. Name: Kilmer High School Completion Program

   Description: The program is designed to serve students who have earned few or no high school credits during their 1st two years of high school. Students attend academic classes for one-half day and participate in a program in the community for the other half day. The program is so designed that students can complete the requirements for graduation in two years irregardless of the number of high school credits they have gained in grades nine and ten.

   Location: Kilmer is located in a former grade school on the far Milwaukee south side.

   Student capacity: 75 students

3. Name: Lincoln Alternative High School

   Description: The program is a 4 year high school concentrating on basic skills with an emphasis on developing strong relationships between students and staff. The program is designed to serve the

student who has the capacity and motivation to obtain a high school diploma but has had difficulty in the large group setting of the traditional high school.

Location: The program is located on the second floor of the Lincoln Downtown Educational Center.

Student capacity: 90 students

4. Name: Sixty-Eighth Street Alternative High School

Description: The program provides students the opportunity to earn 3 high school units per year, in the areas of English, math, social studies and reading. Students attend school for 2½ hours in either the a.m. (8:00 a.m. - 10:30 a.m.) or the p.m. (12 noon - 2:30 p.m.). During the other ½ day, it is expected that students are enrolled in a work experience program or at Milwaukee Area Technical College in a Vocational Education Program for which they receive 3 units per year.

Location: 68th is located in a former grade school on the city's far northwest side.

Student capacity: 60 students in the a.m.; 60 students in the p.m.

5. Name: S.T.A.Y. (Success Training for At-Risk Youth)

Description: The program combines 2½ hours of basic skill instruction using the Career Competency Program with 2½ hours of vocational training at MATC in Semester I followed by a continuance of the Basic Skills Component coupled with paid work experience in Semester II.

Location: The program is located on the 4th floor of the Lincoln Downtown Educational Center.

Student capacity: 100 students

c. Alternative programs for school-age parents

1. Name: Lady Pitts School-Age Parent Program

Description: The program offers a complete high school curriculum leading to a high school diploma. Special classes are also offered in parenting, child care, nutrition, etc. In addition, a day-care center is available at the school for the infant/toddler children of the school-age parents participating in the program.

Location: The program is located on the third floor of the Lincoln Downtown Center.

Student capacity: 300 students

2. Name: Washington High School School-Age Parent Program

South Division High School School-Age Parent Program

Description: School-age parents attend classes in the regular high school curriculum while their infant/toddler children are cared for in the day care center located within each of the two high schools. The school-age parents in the program attend a daily credit class specifically designed for school-age parents. In addition, the participant is expected to spend non-class time with their child in the day care center. This can be lunch hour, study hall, etc.

Location: Washington High School is located in the northwest part of the city. South Division High School is located in the south/central part of Milwaukee.

Student capacity: Each program can enroll up to 20 school age parents and their children.

d. Community based programs

Programs provided by community based organizations enable at-risk youth to continue their education in a setting other than the traditional high school. Each agency is contracted by the Milwaukee Public Schools to provide a program which leads to a high school diploma. One Milwaukee Public School teacher is assigned to each contracted agency.

1. Name: Aurora Weier Educational Center

   Description: The high school program offered by the Aurora Weier Educational Center includes instruction in both English and Spanish. In addition to the traditional basic course offerings, a bilingual-bicultural teaching approach is provided. Job seeking skills are an integral part of the program.

   Location: 2669 North Richards Street

   Student capacity: 48 students

2. Name: Milwaukee Spectrum, Inc.

   Description: This community high school provides a basic high school education for female at-risk students. The program includes a variety of individualized instructional approaches including computer assisted instruction. Additionally survival skills are stressed with an emphasis on pre-employment training and instruction in parenting.

   Location: 1441 North 24th Street

   Student capacity: 30 students

3. Name: Milwaukee Urban League

   Description: The program offered by the Milwaukee Urban league is designed to meet the needs of at-risk students interested in completing their high school education. The basic high school curriculum

is provided utilizing an individualized, self-paced instructional approach. In addition, life skills training and one-to-one tutoring and counseling are available to students in need of this assistance and attention.

Location: 2800 West Wright Street

Student Capacity: 25 Students

4. Name: Next Door/Cornerstone Learning Center

Description: The Cornerstone Learning Center serves at-risk youth through the provision of educational services leading to a high school diploma. The Center links the high school core curriculum to a wide range of support services, including recreational alternatives, out-patient drug treatment services, vocational counseling and experiential education. The program includes pre-employment skills and placement focused activities.

Location: 2201 North 35th Street

Student capacity: 38 students

5. Name: S.E.R. - Jobs for Progress, Inc.

Description: S.E.R. - Jobs for Progress, Inc. provides a program of individualized self-paced instruction, to at-risk youth, leading to a high school diploma. The program combines basic high school instruction with computer assisted instructional support, student tutoring, and occupational skills training.

Location: 906 West Mitchell Street

Student capacity: 38 students

6. Name: Shalom High School

Description: Shalom High School provides educational services to at-risk youth which leads to a high school diploma. The curriculum is interdisciplinary and team-taught through an instructional approach which varies from small groups to whole school meetings. Services include a Learning Center for individualized tutoring, counseling services and employability training.

Location: 1749 North 16th Street

Student capacity: 75 students

7. Name: Silver Spring Neighborhood Center

Description: The Turning Point Learning Center is the educational program of the Silver Spring Neighborhood Center. This program, serving at-risk youth, is comprised of two components. One component provides a full day academic program for overage middle school students to prepare them for entrance into a regular ninth grade program. The second component provides afternoon and evening intensive tutoring in basic skills to at-risk high school students enrolled in a regular Milwaukee Public Schools high school. Counseling and employability skills training are incorporated into the daily activities of the Center.

Location: 5460 North 64th Street

Student capacity: 25 students

3. Remedial Instruction

A major effort on the part of Milwaukee Public Schools to meet the needs of at-risk children is through remedial instruction. These efforts are described below.

a. Remedial Instruction in Reading - All elementary, middle and senior high schools in the Milwaukee Public School system are staffed with Board funded reading teachers. These teachers provide remedial instruction in reading to those students in need of this service through individualized and small group instruction.

b. Chapter I Programs - Forty nine elementary schools, thirteen middle schools and twelve high schools have Chapter I Programs that can provide remedial instruction to at-risk children who are deficient in reading and/or mathematics skills.

These programs include:

Reading Center Project: Provides reading instruction for small groups of specifically identified students. Reading teachers provide daily instruction and reinforcement activities in pre-reading, word recognition, and comprehension skills for pupils who have problems with reading. Instruction takes place in the reading center or regular classroom and is based upon diagnosed needs and correlated with classroom instruction activities.

Grade Levels - Grades 1 through 8

Elementary Mathematics Project: Provides supplementary instruction for students. Mathematics instruction is provided in small groups or on a one-to-one basis by the project teachers in the mathematics centers or within the regular classroom. Children are served on a regularly scheduled daily basis.

Grade Levels - Grades 1 through 8

Computer Assisted Instruction Project: Provides intensive practice and drill in reading and practice in reading and mathematics skills through terminals connected by phone lines to a main frame computer.

Grade Levels - Grades 4 through 12

Middle/High School Project (Concentrated Mathematics and Reading/Language Skills Project): At the middle school complements the regular academic program by providing additional learning activities in English/language arts and mathematics. The Chapter I teacher and regular classroom teacher work together to plan an instructional program especially sensitive to the needs of individual students. Selected students participate in an intensive, comprehensive program for one period daily.

At the high school provides each project student with an individualized instructional program in basic skills development in an academic area of the student's greatest deficiency for one period a day. The curricular focus in on English/language arts or mathematics. The instructional program provides supplementary instruction and tutorial assistance for participating students as an additional help for their regular English/language arts and mathematics courses.

Grade Levels - Grades 6 through 12

c. Chapter II "Follow the Child" Program - The focus of the Program is the improvement of student academic skills through the concentrated services of teachers in grades one through six in reading and mathematics. Individualized as well as small group supplementary services are provided to needy Chapter I students who transferred to non-Chapter I schools because of desegregation. Chapter II Programs are offered in eight elementary schools.

4. Parental Involvement

A plan will be developed by each school to involve the parents of at-risk children in the educational program of the students. This plan will include one or more of the following components:

a. Parents will be invited to a placement/orientation meeting which will explain the school's schedule, disciplinary procedures, home-work policies and the role of various supportive service personnel etc.

b. Printed versions of orientation information will be sent home so that parents are aware of such essential information as report card dates, attendance and the days schools are not in session.

c. Parents will be contacted regularly via telephone or letter concerning the school progress of their child.

d. Parent advisory groups will be established as mandated by Board Policy.

e. School events, meetings and parent-teacher conference days will be scheduled at times conducive to maximizing parental involvement.

f. Local community organizations and churches will be contacted in terms of developing programs with MPS personnel providing for parenting classes and facilitating all phases of parent involvement.

g. Parents will be encouraged to visit schools at anytime and to volunteer their services in such activities as classroom aides, tutors, chaperones, etc.

h. School staff and supportive services personnel will be encouraged to make home visits to provide educational support to the parents and students.

i. The School staff will be encouraged to develop parent support groups which would meet on a regular basis. These groups would be facilitated by teachers and supportive personnel. Parents would have the opportunity to discuss such issues as school communications, sexuality, drug and alcohol abuse and other topics they wish to deal with in a group setting.

5. Pupil Support Services

Pupil Support Services in the Milwaukee Public Schools are identified as those services provided by counselors, psychologists, social workers, and speech pathologists. The Pupil Support Service staff for the school system includes 142 counselors, 84 psychologists, 97 social workers and 156 speech pathologists. Each of the four support service areas is a distinct department and is under the direction of a department director. In addition to the director, there are one or more supervisors assigned to each area.

Any child who has been identified as being at-risk can receive the services of a psychologist and/or social worker through the established referral process. A teacher, counselor or administrator can complete the referral form requesting this service. A parent can also request this service. A referral form will be completed upon parent request.

Psychologists and social workers are assigned to all programs that serve at-risk children. To provide for a continuity of service, all pupil support staff are assigned to a program for a minimum of one year.

If an at-risk child is suspected of having speech problems, an M-Team referral is made. The findings of the M-Team will determine what level of service will be provided to the student. The Milwaukee Public School System employs a sufficient number of speech pathologists (156) so that any student found to be in need of speech therapy is able to receive immediate help.

Every middle school and high school has a full-time counseling staff. Middle schools are staffed at the ratio of one full-time counselor to 500 students. High schools have one full-time counselor for every

425 students. In addition, thirteen of the fifteen high schools have a full-time vocational counselor. School counselors in all middle schools (18) and in the 15 high schools will be provided with the names of the children in their school who have been identified as being in special at-risk programs. Special counseling procedures will be developed in terms of serving these at-risk children in the middle and high schools.

Five of the high schools (North, South, Custer, Pulaski, Washington) will have an additional counselor in 1986-87 funded through the Carl Perkins Vocational Education Act who will work full-time assessing disadvantaged vocational education students. This counselor will utilize both "Mesa" and "Discover" (computerized assessment programs) in the assessment process. The counselor will develop an individual educational employment plan for each student who is assessed. While the counselor will be working with students enrolled in vocational classes who are disadvantaged (as defined by the Vocational Education Act), it is anticipated that a number of their students will be at-risk according to S.118.153.

Many of the alternative programs have additional Pupil Support Services as described below.

The Lady Pitts School Age Parent Program has a full-time psychologist, social worker and counselor for the 300 students enrolled in the program.

Both the Kilmer and 68th Street Alternative High Schools have two full-time counselors on the staff. This results in a pupil-counselor ratio of 120 to 1.

The Lincoln Alternative High School has a full-time counselor for 90 students.

The Demmer program has a full-time counselor for 30 pupils.

Project S.T.A.Y. will have 4 counselors/coordinators for 100 students. Each of the counselors/coordinators will have responsibility for 25 high at-risk students in terms of attendance, job placement, on-the-job supervision, and high school/post high school planning.

An orientation to the At-Risk Legislation and to Milwaukee Public Schools' plan for at-risk youth will be held for all psychologists, social workers and counselors in the Fall of 1986.

6. Identification and Use of Community Support Service Providers

Milwaukee Public Schools has developed a network of service providers within the greater Milwaukee community that are helpful in meeting the needs of at-risk children. Included in this network are the following:

a. Alcohol and Other Drug Abuse

Cornerstone Youth Center

DePaul Rehabilitation Center

Milwaukee Psychiatric Hospital

Lutheran Social Services

b. Child Abuse/Neglect/Sexual Assault

Milwaukee County Department of Social Services - Child Protective Services

c. Child Care Services

Carter Child Development Center

Ebeneezer Child Care Centers

d. Counseling

Bay View Community Center

Career Youth Development

Catholic Social Services

Child-Adolescent Treatment Center

Lutheran Social Services

Multi-Cultural High School

Walker's Point Youth and Family Center

e. Health

Milwaukee Health Department

Milwaukee Indian Health Board

16th Street Community Health Center

Milwaukee Childrens' Hospital

United Community Center

f. Alternative Housing/Temporary Shelter

Juneau Academy

St. Charles Boys' Home

Trans Center For Youth

Walker's Point Youth and Family Center

g. Juvenile Justice/Delinquency

Community Relations - Social Development Commission

Milwaukee County Children's Court Center

Milwaukee Police Department, Youth Aid Bureau

Wisconsin Correctional Service - Outreach and Detention

Wisconsin Council on Criminal Justice

h. Parent Education/Family Support

Family Service of Milwaukee

Family Support Department - Milwaukee County Circuit Court

Lutheran Social Services

Next Door Foundation

Parent Education Services - Department of Social Service

The agencies listed above include those that have a responsibility for the service in the community (Children's Court Center, Milwaukee County Department of Social Services, etc.); those with whom the school system has contracts to provide a service (Career Youth Development, Carter Child Development Center, Ebeneezer Child Care Center, etc.); those with whom the school system has developed a working relationship (DePaul Rehabilitation Hospital, Walker's Point Youth and Family Center, etc.); and those to whom referrals are made (Lutheran Social Services, Catholic Social Services, Family Service of Milwaukee, etc.)

7. Preparation For Work Including Career Exploration, Employability Skills and Occupational Skills

The Milwaukee Public Schools will offer a variety of programs for at-risk youth which provide preparation for the world of work. Programs aimed at meeting the needs of at-risk youth provide them with experience in career exploration, employability skills, and/or occupational skills. They offer students detailed information regarding the skills necessary to both achieve and retain employment. Additionally, students can receive vocational assessment aimed at linking their individual interests and aptitudes to various career clusters, and, many become involved in supervised work experience. A number of salient points relative to the area of preparation for work are emphasized. First, the programs assist the student in understanding the vital relationship between work and education. Second, individual vocational assessment, vocational course experience, and work experience are closely linked. Thus, entry into the work world carries an obvious relationship to the prior areas of employability skills training, vocational assessment, and occupational skills courses.

The following is a list of programs available to at-risk youth which offer services related to preparation for work.

a. Alternative Programs

1. S.T.A.Y. Project (Lincoln Downtown Center)
2. Project Second Chance Vocational Assessment at MATC
3. Volunteer Work Program (Kilmer and 68th St. School)
4. MATC Contract Program
5. Work Experience Program (Demmer and Lincoln Downtown Center)

6. Work Experience Program (Journey House and Juneau Academy)
7. Work Experience/Employability Skills (Community Based Organizations)
8. Upward Bound Program (MSOE and Marquette University)
9. Lady Pitts (Lincoln Downtown Center)

b. Vocational Education Programs

1. Project S.A.V.E.S.
2. Industrial Cooperative Education (ICE)
3. Home Economics Related Occupations (HERO)
4. Office Education Program
5. Marketing Education Program
6. School Age Parents Program (South and Washington High Schools)
7. Food Service Specialty Program (South High School)

c. Middle/High Schools

1. Project CARE
2. Project Focus
3. Career Specialty Programs (High Schools)
4. Career Skills Program (Middle School)
5. Elementary Career Education

d. Exceptional Education

1. Vocational Evaluation Program (Lincoln Downtown Center)
2. Work Experience Programs at High Schools
3. Work Experience Program (Craig, Hayes, and Kilmer)

8. Other Approaches and Services Which Have Demonstrated Success In Meeting the Needs of Children At-Risk

The Milwaukee Public Schools has always been concerned with those individuals who have difficulty experiencing success in school. Numerous approaches and services have been implemented by the district in recent years in an effort to meet the needs of children at-risk. The most successful of these have been incorporated into the district plan. Two additional approaches in programming utilized by the district when appropriate to the needs of at-risk students are the Evening High School Program and the Summer School Program.

a. Evening High School Program

The Evening High School Program serves students requiring remedial work or additional units toward graduation requirements. Subjects are offered two nights per week. Students participating in this program fall into one of the following categories:

1. Those on work experience or in cooperative education programs who need additional units for graduation.

2. Those short of graduation requirements who are already taking a full-day program.

3. Those needing only one or two units for graduation.

4. Those who have failed the competency tests required for graduation.

b. Summer School Program

Each year the Milwaukee Public Schools offer a summer school. It is the intent of the district that this program will enable students to take advantage of a continued learning experience. At each grade level there is programming appropriate to the needs of children at-risk.

- At the High School Level

  Numerous course offerings are available for those high school students who need to make up credit deficiencies or who required strengthening in a particular subject area.

- At the Middle School Level

  The Promotional/Strengthening Program for middle school students is provided for those who have failed and who wish to attend summer school for promotion.

- At the Elementary School Level

  The Elementary Full-Morning Basic Skills Program provides instruction for retained students and students reading below grade level.

9. Coordination Between Existing Programs, Resources and Services In the District and Community

a. The Milwaukee Public Schools works closely with Milwaukee Area Technical College in an effort to serve children at-risk.

1. MATC and MPS are working cooperatively in a project titled, "Second Chance." The project is designed to locate dropouts from the school system and find appropriate educational or occupational training to meet the needs of these students. Outreach specialist from MPS or MATC will meet with students who have dropped out of school, preferably in the student's home so the parents can be present. The purpose of the meeting will be to determine career goals and personal and educational needs of the student. An assessment will be conducted and an individualized educational and occupational training plan will be developed for the student on the basis of the assessment and the home interview. On the basis of the plan, the student will be re-enrolled in an MPS program or in a program at MATC.

2. The Milwaukee Public Schools also contracts with Milwaukee Area Technical College to provide occupational training for many students who are enrolled in alternative programs. This contract is for $390,000 and provides for 280 training slots at MATC. There are two sessions daily of three class periods each, one in the a.m. and another in the p.m. Students can earn 3 high school credits per year in the MATC Contract Program.

b. The Milwaukee Public Schools also has several co-operative efforts with Milwaukee County to serve at-risk youth. The Department of Social Services of Milwaukee County has responsibility for working with children who have been adjudicated delinquent by the Juvenile Court and also with children who have special needs because of drug/alcohol dependency.

1. MPS is providing educational programs in two community based organizations (Juneau Academy and Journey House) that serve adjudicated delinquents assigned by the court. The two organizations have contracts with Milwaukee County to provide this service. All of the students in the two programs are at-risk.

2. Lutheran Social Services will contract with Milwaukee County to provide a residential treatment program for youth who have a drug/alcohol dependency if Milwaukee Public Schools can provide the educational component of the program. The youth involved in such a program would also be at-risk as defined by Statute 118.153.

3. Beginning with the 1986-87 school year, a Milwaukee Public Schools counselor will be assigned full-time to work with the Department of Social Services of Milwaukee County to assist in the educational placement of the students referred to the Department and also to integrate back into the school system students who return to their homes from security and child caring institutions. Almost all of the children with whom this counselor will be working will be at-risk. This position is funded in part through a $30,000 grant received from the Wisconsin Council on Criminal Justice.

10. Annual Evaluation of the Effectiveness of Each Program or Service Provided to Children At-Risk

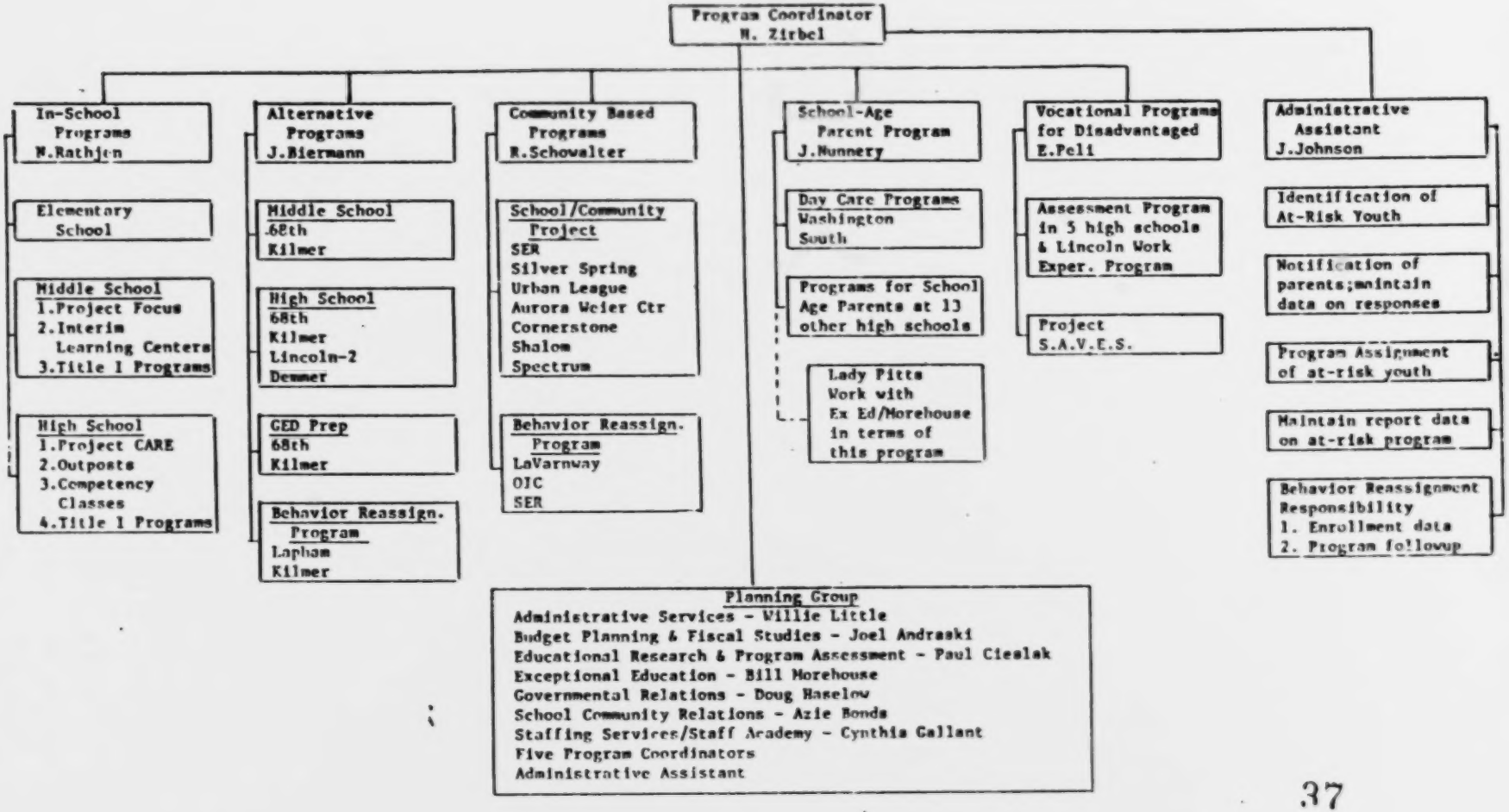
The Department of Research of the Milwaukee Public Schools will work closely with the at-risk coordinator and his designee to conduct the evaluation. Data needed for the evaluation will be generated at the program level using the PI 25 At-Risk Pupil Record Form (See Part V for a copy of the form). This form will be forwarded to the Central Office, Department of Research, at the close of the school year. The data obtained from the forms will be one factor in evaluating the effectiveness of each program or service according to the five criteria of PI 25. It is presently planned to have one interim evaluation of the programs and services midway through the school year utilizing data for Semester One on attendance, student retention and credits earned.

In addition to the procedure outlined above, the five Central Office staff members who have supervisory responsibility for the several components of the at-risk plan will play an important role in evaluating the effectiveness of each program or service. Supervisors will visit the program sites on a regular basis. They will also meet with staff, students and parents. They will maintain a log of their visits and meetings.

The experiences of the five supervisors and the information they have gathered over the course of the 1986-87 school year will be the second factor in evaluating the several programs and services that make up the Milwaukee Public Schools Children At-Risk Plan.

A diagram identifying supervisory responsibilities for at-risk programs and services is found on the next page.

AT-RISK PLANNING FOR 1986-87



V. DESCRIPTION OF REPORTING PROCEDURES

The reporting procedures will come from the maintenance of a proposed PI 25 At-Risk Pupil Record form. Because most of the data are initially generated at the school level and they coincide with the objectives of the program, it is believed this procedure will assure accuracy and maximum use of data. Some data may be generated from Central Office files and procedures such as number of credits earned. All pupil reports will be forwarded to the Central Office at the end of the school year. The data will be processed at the Central Office to generate the school and system reports for the Department of Public Instruction. A separate form will be filled out and maintained if a student transfers to a different school (because of the school level reporting). The at-risk coordinator will request a mid-year report based upon these records.

1. Pupil Enrollment In the Program

After pupils have been identified and parental permission has been secured, pupils will be enrolled in a specific program to meet their needs. At this point an "in school" at-risk program coordinator will complete the first part of the PI 25 At-Risk Pupil Record form. This form (see attached) will serve as the main documentation source to provide data both for the school and system report. Data on this form includes when the pupil was enrolled, the specific program and, if relevant, the date the pupil left the program.

2. Pupil Attendance

Pupil attendance data are initially generated by the classroom teacher. Because of possible varying dates of entry and/or departure from various projects and also because improvement in attendance is a priority objective, the most accurate records of attendance should be at the teacher level. Therefore, teachers will be asked to maintain and record the attendance data required on the record form as need be. The Milwaukee Public School attendance record procedures at the high school level will be used as much as possible.

3. Pupil Retention

Names of pupils leaving a school will be forwarded to the at-risk in school coordinators either by teachers or school administrators. This information will be recorded on the pupils' record card on an on-going basis.

4. Graduation Rates

The grade level of each pupil will be recorded on the Pupil Record form. The school system's student files will be used to verify whether the student graduated. This information will also be provided by the school.

5. Pupils Receiving Academic Credit Sufficient To Advance To the Next Level or To Graduate

Central Office files will be used to generate this information based upon grade information provided by the schools. Community schools will provide this information directly on each Pupil Record form.

6. Pupil Progress in Reading and Math Skills

All pupils will be pre-tested in reading and mathematics using Norm Referenced Tests. Insofar as possible, the test scores from the regular standardized testing program of the school system will be utilized to measure progress in reading and mathematics skills. When these test scores cannot be used, the school staff will administer a test provided by the Department of Educational Research. Students will be post-tested at the end of the school year. However, if a student leaves an at-risk program prior to that time, every attempt will be made to test the student at the time of leaving.

MILWAUKEE PUBLIC SCHOOLS

DIVISION OF PLANNING AND LONG-RANGE DEVELOPMENT
Division of Educational Research and Program Assessment

CHAPTER PI25 AT-RISK PUPIL RECORD
1986-1987

1. Student's Name:_____ ____ Male ____ Female

2. MPS I.D. Number:_____ Birth Date:_____

3. School Name:_____ Grade:_____

4. Date of Placement in At-Risk Program:_____

5. Specific At-Risk Program Placement:

_____ _____

_____ _____

_____ _____

_____ _____

6. Withdrawal date from Program (in your school):_____

7. Total days of possible Program attendance:_____

8. Total days attended:_____

9. Did student complete school year at your school? _____Yes _____No

10. Has student received credit sufficient to advance to the next grade level or to graduate? _____Yes _____No

11. Standardized Tests:

	READING		MATH	
	Date Tested	Score (G.E.)	Date Tested	Score (G.E.)
Pre Test	_____	_____	_____	_____
Post Test	_____	_____	_____	_____
Gain	_____	_____	_____	_____

VI. ADDITIONAL PROVISIONS APPLICABLE TO FIRST CLASS CITY SCHOOL SYSTEMS

2.0 The following procedures will be implemented by the Milwaukee Public Schools in operating programs in cooperation with contracting agencies relative to PI 25.05. - programs for children at-risk.

2.1. Procedures and criteria to determine appropriate private, nonprofit, nonsectarian agencies located in the school district (s.PI 25.05 (1) (a)

Each agency requesting consideration to participate cooperatively with the Milwaukee Public Schools relative to PI 25.05:

a. Will be required to provide a facility adequate to accommodate a minimum of 25 students and appropriate in structure to meet building code requirements;

b. Will be required to ensure that all instruction and pupil support services provided to at-risk students will be staffed by one or more of the following methods:
   - Licensed teachers or other licensed school staff personnel certified by the Wisconsin Department of Public Instruction;
   - Persons otherwise licensed to provide the instruction or services;
   - Licensed teachers or other licensed staff personnel who will supervise the instructional program and pupil support services.

c. Will be required to describe the alternative program to be offered to at-risk students which will allow them to meet the high school graduation requirements;

d. Will be required to provide documentation supporting the fact that the agency has a past history of successfully providing services to at-risk youth;

e. Will be required to provide documentation supporting the fact that the agency has a past history of successfully working cooperatively with other service agencies within the community;

f. Will be required to provide documentation supporting the fact that the agency has adequate administrative, program and accounting systems and controls, personnel standards, evaluation procedures and other policies necessary to assure the effective use of funds;

g. Will be required to have an advisory board/committee which represents the interests of program participants;

h. Will be required to comply with all applicable local, State and Federal nondiscrimination laws.

2.2. Procedures to be followed with each contracting agency as required under (s.PI 25.05 (1) (d)

a. Describe staff qualifications:

<u>The following procedure will be required:</u>

Staff employed by contracting agencies will be required to submit a resume of their training and work experience to the district along with a copy of any applicable license. This information will be kept on file by the contracting agency.

b. Describe curriculum modifications and alternative programs to be provided:

<u>The following procedure will be required:</u>

Each contracting agency will be required to provide a description of the curriculum modifications and alternative programs to be offered to at-risk students as a part of the process to determine eligibility for participation in the district plan. It should be noted that it will be required that each program be designed to allow students to meet high school graduation requirements.

c. Evaluate pupil performance including grading criteria, procedures for granting academic credit, and testing for progress in reading and mathematics skills areas.

The following procedure will be required:

Contracting agencies providing programs which conform to the Milwaukee Public Schools graduation requirements will comply with the district standards relative to grading criteria and granting academic credit. Contracting agencies providing programs which conform to graduation requirements other than those of the Milwaukee Public Schools will be rquired to submit to the district the set of standards used by that agency to grant academic credit and the grading criteria used to evaluate students performance. These standards for granting credit and the criteria for evaluating student performance will need to be approved by the district.

The testing procedure for evaluating progress in reading and mathematics skills areas will be standardized for all contracting agencies with the assistance of the Milwaukee Public Schools' Department of Educational Research and Program Assessment. Standardized reading and mathematics achievement tests will be provided to the agencies for administration to each student participating in the program. The resulting data will be submitted to

the Milwaukee Public Schools' evaluator to be summarized and reported to the district coordinator for at-risk youth.

d. Record and report pupil attendance and retention rates.

The following procedure will be required:

Contracting agencies will be provided with district attendance cards. These cards will enable agencies to keep a daily individual attendance record for each student participant. Additionally, each agency will be required to complete a monthly enrollment and attendance report. Enrollment and attendance information will be sent on a monthly basis to the Milwaukee Public Schools' evaluator who will summarize and report the data to the district coordinator for at-risk youth.

2.3 Procedures to be followed for communication and cooperation with contracting agencies in meeting the needs of pupils served under the contracts (s.PI 25.05 (1) (e)

A management team comprised of representatives from each contracting agency and a representative of the Milwaukee Public Schools will be maintained to enhance communications and cooperation between all concerned with this cooperative effort of meeting the needs of at-risk youth. The management team will meet at least once each month during the school year.